Year 1

Background and purpose

The Elastoplast Kids First Aid Program aims to provide students with basic first aid knowledge that will build confidence and cement key first aid knowledge early on. In collaboration with the Australian Council for Health and Physical Education (ACHPER), Elastoplast has developed Australian Curriculum-aligned lesson plans and teaching resources that focus on key first aid knowledge areas. Each lesson plan has been created with a set of corresponding activity sheets, to help teachers administer formative assessments throughout the unit.

This unit will provide children with opportunities to learn about:

- recognising potentially unsafe situations
- responding to unsafe situations and making them safe
- how to recognise and treat minor injuries
- how to recognise what an emergency is
- how to respond to an emergency situation
- how to manage their emotions during an emergency situation

The unit is made up of three lessons, which can be taught in any sequence.

- **Lesson 1:** Safety
- **Lesson 2:** Wound Care
- **Lesson 3:** Emergencies

Years 1 and 2 – Achievement Standard

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. **They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active.** They identify areas where they can be active and how the body reacts to different physical activities.

Students demonstrate positive ways to interact with others. **They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems.** They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

Content Descriptors & General Capabilities

Australian Curriculum

Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation (ACPPS017)

Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)

Identify and practise emotional responses that account for own and others' feelings (ACPPS020)

NSW

PD1-2 Recognises and describes strategies people can use to feel comfortable, resilient and safe in situations

PD1-6 Understands contextual factors that influence themselves and others health, safety, wellbeing and participation in physical activity

PD1-7 Explores actions that help make home and school healthy, safe and physically active spaces

PD1-9 Demonstrates self-management skills in taking responsibility for their own actions

General Capabilities

Critical and Creative Thinking

Personal and Social Capability

Information and Communication Technology (ICT)

Literacy

TEACHING AND LEARNING STRATEGIES	RESOURCES
Introduction: *What is safe? What is unsafe?* Discuss with students what safe and unsafe mean and how they know something is safe or unsafe. Mind map a shared meaning of “safe” and “unsafe.”	
How to spot something that is unsafe *Discuss* • What is happening in the situation? *Refer to Activity Sheet 1.1* • What feelings might you experience coming upon a scene where someone is hurt or in danger? • How to spot a safe situation and potential danger. • Ask students to spot safe and unsafe situations and explain their reasoning. • Talk about all the things that could happen next. *Formative Assessment: Activity Sheet 1.1: Safe and unsafe situations* Ask students to identify and colour in some situations that are safe and potentially unsafe in Activity Sheet 1.1. Discuss why they think these situations might be unsafe, and how they could make them safer.	**Activity Sheet 1.1:** Safe and unsafe situations
Making a situation safer *Discuss* • Ask students to discuss some examples where they could make an unsafe situation safer. *Use Activity Sheet 1.1 to generate ideas.* • How did they feel before and after making the situation safer? *Formative Assessment: Activity Sheet 1.2: Making situations safer* Ask students to write a list of things they consider unsafe and develop another list of how these things could become safer. Let students know that they should be prepared to explain why their situations are safe or unsafe.	**Activity Sheet 1.2:** Making situations safer

TEACHING AND LEARNING STRATEGIES	RESOURCES
<u>Making myself safer</u> *Discuss* 1. Before you can help friends or family, you must make sure you are safe. How can you make a situation safer for you? 2. If it is safe for you, then you can check on your friends or family. 3. Never move anyone if they are badly hurt. 4. Always make sure you are safe. *Formative Assessment: Activity Sheet 1.3: Making myself safer* Ask students to draw a picture of an unsafe situation and write a sentence about what they could do to stay safe. Ask them to include themselves in the picture and provide a list of words about how they might be feeling.	**Activity Sheet 1.3:** Making myself safer

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TEACHING AND LEARNING STRATEGIES	RESOURCES
BURNS **<u>Introductory discussion</u>** • What is a burn? • What can burn you? • Discuss different types of burns. See *Additional Resources 2.1: Burns and Scalds*	**Additional Resources 2.1:** Burns and Scalds
<u>What do you do for a burn?</u> *Discuss* What do you do for a burn? 1. Firstly, tell an adult. 2. Make sure you have made the situation safer and made sure nothing else can burn you. 3. Use cold gentle running water to cool the burn for 20 minutes. 4. See a doctor if the burn is bigger than a 50 cent coin. 5. Discuss how they might feel if if they experienced a burn. *Formative Assessment: Activity Sheet 2.1: What can burn you?* Ask students to colour in all of the things that could burn them in red. Ask students to describe these unsafe situations underneath the pictures. Ask students to identify some things that could keep them safe, or add these things into the picture.	**Activity Sheet 2.1:** What can burn you?
WOUNDS **<u>Introductory discussion</u>** • What is a wound? • Discuss the difference between small and large wounds. • Walk around school and see which activities and surfaces might be safer to protect children from a small wound or abrasion/graze. • Brainstorm some ways that students might get a wound or abrasion/graze. • Discuss how they might feel if they got a wound or abrasion/graze.	**Additional Resources 2.1:** Wound Care Three Steps

TEACHING AND LEARNING STRATEGIES	RESOURCES
Mind map activity • Break the class up into small groups or pairs and ask them to discuss what to do with a wound or abrasion, and map out some steps. • Discuss each group's ideas as a class. • Give students three products: wound spray, wound cream and plasters. • Ask them to create steps using these items. [When handing out the items, briefly describe what each product does in terms of three steps – **Cleanse** (spray) / **Protect** (plasters) / **Heal** (ointment)] • Besides treating the wound, burn or graze what else do you need to be aware of? Think about the emotional state of the person. How might they be feeling? *Class discussion* How to deal with a wound. Find an adult to help you first. **1. Step 1: Cleanse.** Wash the area of the graze with soap and water, being careful to get out any dirt or bits of whatever you fell on such as soil, dirt, gravel. Then, disinfect the wound with a spray like Elastoplast Wound Spray. **2. Step 2: Protect.** Cover with an Elastoplast plaster. **3. Step 3: Heal.** Use a wound ointment like the Elastoplast Wound Ointment to help the wound heal. 4. Talk to the person in a caring manner and listen carefully to their responses. *Formative Assessment: Activity Sheet 2.2: Wounds* Ask students to complete Activity Sheet 2.2 Discuss why they made the decisions they did, to determine whether they have understood the logic behind each step.	**Activity Sheet 2.2:** Wounds

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NSW

COS1.1 Communicates appropriately in a variety of ways.

DMS1.2 Recalls past experiences in making decisions.

PSS1.5 Draws on past experiences to solve familiar problems.

GDS1.9 Describes the characteristics that make them both similar to others and unique.

IRS1.11 Identifies the ways in which they communicate, cooperate and care for others.

PHS1.12 Recognises that positive health choices can promote wellbeing.

SLS1.13 Recognises that their safety depends on the environ¬ment and the behaviour of themselves and others.

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TEACHING AND LEARNING STRATEGIES	RESOURCES
<u>What is an emergency?</u> • What is an emergency? • What is <u>not</u> an emergency? • Brainstorm with students what an emergency is. Create a shared meaning on the board. • Look at the pictures in Activity Sheet 3.1 and discuss whether they can spot an emergency. Discuss how they know it's an emergency. **Some examples:** • Someone has hurt themselves • Someone is bleeding • You are alone and scared • Someone is unconscious *[Discuss with students how to tell if someone is unconscious versus sleeping. Refer to Additional Resources 3.1 for further information]* *Formative Assessment: Activity Sheet 3.1: What is an Emergency?* Ask the students to identify and circle the situations they consider to be high-level emergencies, where they would need to call 000. Let them know that they should be prepared to explain the reasoning behind their decisions.	**Additional Resources 3.1:** Emergency information downloads **Activity Sheet 3.1:** What is an Emergency?
<u>What to do in an emergency</u> • How would you tell if someone is asleep or unconscious? *Provide meaning for the terms. Refer to Additional Resources 3.1 for further information.* • Discuss the 'shake and shout' method. • Who could you call? *Discuss how they would always call the nearest adult first.* • What could you do to stay safe, to stay calm, to help someone else. • How would the student feel if they came upon an emergency? • How would the person they are trying to help feel? • What could they do to help them until emergency services arrive? • Discuss the importance of closely observing the person who is hurt.	

TEACHING AND LEARNING STRATEGIES	RESOURCES
Activity: Choose some videos from Resource 3.2 to watch with the students, helping to consolidate some of your discussion topics about when and how to call 000. *Formative Assessment: Activity Sheet 3.2: Emergency Details* Ask students to complete the emergency details Activity Sheet, which they can take home to share what they have learnt with their family.	**Additional Resources 3.2:** Video examples of emergency calls. **Activity Sheet 3.2:** Emergency Details
<u>The important steps to remember in an emergency</u> *Classroom discussion and activity.* 1. Take a deep breath to calm down a little. Ask students what else they might do to calm down. Practice taking deep breaths, noting how they feel before and after. **2. Call 000 (in Australia).** Stress that this is an emergency number, and should only be used if there isn't an adult present to make the call. 3. Tell the operator there's an emergency and what kind of emergency you think it is. For example fire, ambulance or police. 4. Say your name and where you are - the exact address if you know it. Remind students that they shouldn't give out their address to people they don't know, but that this is an exception. **5. Answer all of the operator's questions and follow all of the operator's instructions carefully.** 6. Explain what happened and how many people need help. The operator will need all the information you can provide, so give as many details as you can 7. Stay on the line until the operator says it's OK to hang up. 8. Observe the person closely and speak to them reassuringly until help arrives. *Formative Assessment 3.3: 000 Role Play* Choose one (or all) 000 Role Play situations (Police, Fire, Ambulance) and ask students to respond to your questions as the operator. Once the activity is complete, ask students to record their answers on the relevant worksheet.	**Activity Sheet 3.3:** 000 Role Play